

# Judas and Matthias



New Testament 3  
Part 1: The Apostles

## SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Matthew 26:14-50; 27:1-10; Mark 14:1-50; Luke 22:1-53; John 6:64-71; 13:1-27; 18:1-11;  
Acts 1:21-26

### MEMORY WORK:

“A good name is to be chosen rather than great riches” (Proverbs 22:1a).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Apostles”](#)
- [“Jesus was Betrayed”](#)
- [“Jesus Called Them One by One”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Apostles & N.T. Teams](#) Bible fact cards (provided under “N.T. 3 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- Two or three small, smooth stones, marked in some way, to be shaken from a container or from the fold of teacher's clothing
- Drawstring bag with 30 pieces of silver play money. If necessary, cut half-dollar sized coins from silver poster board or cut circles from poster board scraps and cover them with aluminum foil.
- Picture of Jesus and apostles *reclining* at a table, if available (NOTE: DaVinci's “Last Supper” is Westernized and inaccurate.)



## PERSONAL APPLICATION:

My reputation (what people know about me, what they think about me) is important because what I do and say is a reflection of my relationship to God.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We talked about Thomas last week and how he had to see Jesus before he would believe He was resurrected from the dead. We believe in Jesus even though we can't see Him. We believe the Bible and what it teaches about Jesus. Today, we are going to learn about Judas. Judas made a very bad choice, and when people hear his name they think about how he turned against Jesus. We need to make good choices to live right so when people hear our name, they will think about how we love God and do what is right!

### INTRODUCTION: (OLDER CHILDREN)

Last week we talked about how Thomas had to see Jesus before he would believe that Jesus was resurrected from the dead. We believe that Jesus lived on this Earth and is in heaven now even though we can't see Him. Today we are going to learn about another of the apostles who followed Jesus and believed in Him, but he made a very bad choice. Now when people hear his name, they think about how he betrayed Jesus. What do we want people to think of when they hear our name? Just like Judas, the choices we make and how we act will determine what people think now, and even when we are long gone, when they hear our name.

### POINTS TO EMPHASIZE:

1. Judas Iscariot was chosen by Jesus to be an apostle, just like the other eleven. Judas must have had good qualities and talents that were evident to Jesus. He had the same opportunities to learn from the Lord. He saw the same miracles as the others. He worked and lived in the same conditions as the others. But Judas **became** greedy, ambitious, and two-faced. In John 6:70-71, Jesus called him a “devil.” Luke 6:16 tells us that Judas “became a traitor.” A traitor is someone who betrays a friend (or his country)—someone who helps the enemy. At the end of Jesus' life, Judas **chose** to help Jesus' enemies.
2. For some time during Jesus' ministry, Judas was trusted enough to take care of the money used by Jesus and the other apostles to buy food. But Judas stole some of that money while acting like he loved the Lord. Even though he was stealing from his friends, Judas became indignant when Mary “wasted” expensive perfume pouring it on Jesus' feet and head (John 12:1-6).
3. The leaders of the Jews wanted to kill Jesus and put an end to His influence on the multitudes of people who listened to His teachings. Judas knew this and saw an opportunity to make some money. He went to the Sanhedrin (a council of the Jewish leaders) and offered to help them find a way to get rid of Jesus. The Jews gave Judas 30 pieces of silver, which was the price of a slave. From that point on, Judas looked for a way to turn Jesus over to the Jewish leaders.



**NOTE:** In the Old Testament, 30 pieces of silver was the average compensation for a slave (Exodus 21:32).

4. Not long before Jesus was arrested, He shared a final Passover meal with His twelve apostles in a borrowed upstairs room (John 13). In Bible times, men would lie on couches and eat from low tables, leaning on their left elbows so they could eat with their right hands. Each man would be reclining slightly behind the man to his right. In that position, sitting next to Jesus, John could lean his head back and be near Jesus' chest. Judas was probably to Jesus' left (John 13:21-26).
5. During the meal—and after He had washed the feet of all the apostles, including Judas—Jesus became upset (John 13:21) and told the men that one of them would betray Him (turn Him over to His enemies). Each of the apostles, including Judas, asked, “Is it I?” Jesus said it was the man to whom He would give a piece of bread. When Jesus handed bread to Judas, it was a sign to him that Jesus knew what he had planned. The other apostles did not understand that Judas was the traitor; usually when the host dipped a piece of bread in some herbs or oil and handed it to one of the guests, it was a sign of honor and respect. When Judas took the bread, Jesus told him to leave and finish what he had already planned to do (John 13:27).
6. After that Passover meal, Jesus and the remaining eleven apostles went to the Garden of Gethsemane (outside of Jerusalem on the Mount of Olives). Jesus often went to this garden to pray, and Judas knew that (John 18:2). So he led some of the Jewish leaders and a large group of soldiers to the garden.



**NOTE:** John 18:3 indicates that Judas came with a “detachment,” “cohort,” or “band” of troops. It is unclear how many this would have been, but it was at least several hundred soldiers.

7. Judas told them he would show them Jesus by kissing Him on the cheek. When they arrived at the garden, Jesus was praying. He got up from His prayers and told the apostles that His betrayer was coming. Judas went over to Him and kissed Him, as planned.
8. Peter cut off Malchus' ear (the servant of the high priest) with his small sword in an attempt to fight the mob, and Jesus rebuked Peter for doing so (John 18:11; Matthew 26:51-54) and healed Malchus' ear (Luke 22:51). Other than that incident, the other apostles made no attempt to help Jesus. They all fled from the soldiers, including Peter—even after he saw Jesus replace Malchus' ear (Matthew 26:56; Mark 14:50).
9. Jesus was arrested, beaten unmercifully, and nailed to a cross like a criminal. Not long after Jesus' arrest, Judas realized what a terrible thing he had done and went back to the Jewish leaders to return the 30 pieces of silver. They refused take it back since it was “blood money” (Matthew 27:6). Judas threw the money on the floor and ran away. He was so sorrowful and full of regret that he hanged himself. He could have repented and asked God for forgiveness; instead, he killed himself. He must have thought that God would never forgive him for what he had done.



**NOTE:** As is age appropriate, note Judas' ugly demise. Acts 1:16-20 says that Judas' body fell headlong and burst open in the middle, with his entrails or bowels gushing out. This would have likely been after he had died and his body continued to hang decaying for some time.

10. Some time after Jesus' death, resurrection, and ascension, Peter quoted Psalm 109:8 to the other disciples, indicating that someone was needed to take Judas' place among the apostles. The 11 remaining apostles, with God's help, chose another man to take the place of Judas.



**NOTE:** The Bible often uses numbers as important symbols (e.g., seven represents completeness). Twelve was important in the Old Testament, as it represented the 12 tribes of Israel. Some commentators state that choosing the twelfth apostle was to make the point that a holy nation, chosen by God (the Church) would come from these men just as the chosen nation of Israel had come from the 12 sons of Israel.]

11. Peter said that the new apostle had to be one who had been with them from the beginning of Jesus' ministry until the end, and had to have been a witness to Jesus' resurrection. The new apostle had to be someone who would be willing to fulfill the duties of "this ministry and apostleship." Two men were chosen by the group: Joseph Barsabbas (or Justus) and Matthias. Prayers were said for these two men, and then lots were cast so that God would make the final decision.



**HISTORICAL NOTE: Casting Lots**—In Bible times, casting lots was a common practice among Jews who were seeking help in making decisions or choosing special people for special jobs (Esther 3:7; Jonah 1:7; 1 Chronicles 24:7; 25:8; Joshua 14:2; 18:6). The Jews believed that casting lots was **not** a matter of chance (i.e., like gambling). They prayed for the Almighty to make the decision or choice for them as the lots were thrown, because they believed He was completely in control (Proverbs 16:33; 1 Samuel 14:41-43). While the Greeks used the casting of lots as a form of witchcraft, the Jews knew that lots could be used to determine God's will. The lots themselves were small stones that had been marked in some way. They were put in the fold of a garment or in a container, and then shaken from the garment or vessel onto the ground or into someone's lap (Proverbs 16:33).

12. Matthias was chosen because he met the qualifications already mentioned, and because he was undoubtedly a godly man. His name is not mentioned after this, though he was most certainly with the apostles on Pentecost. But when Matthias' name is mentioned, nothing negative comes to mind. He had a good reputation. In contrast, when Judas' name is mentioned, it is always thought of in a negative way. In fact, calling someone a "Judas" means that he is a traitor or someone who will do anything for money. Judas has a terrible reputation because of bad choices he made.
13. When you hear Ahab and Jezebel, what do you think about? What about Cain or Jonah? Their bad reputations have followed them for thousands of years. When you hear the names of people like Noah, Abraham, Esther, Mary, or Joseph, what do you think about? Their good reputations have followed them. When **your** name is mentioned, what do other people think about **you**? When you look in a mirror, the mirror reflects what you look like. Your name reflects your reputation (what others know or think about you because of choices you have made). Your name also reflects on the rest of your family, and even on the Church. We must be very careful to make good choices so that we will have good reputations, and then work hard to protect our reputations at all costs.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Did Judas Die Twice?](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that the Bible writers contradicted each other on how Judas died. See “[The Calling of the Apostles](#)” by Eric Lyons and “[Are There Modern-Day Apostles?](#)” by Dave Miller on the Apologetics Press Web site for responses to the contention that the Gospels contradict one another with regard to the calling of Peter, Andrew, James and John and to the contention that apostles still exist today.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[Judas Betrays Jesus Coloring Sheet](#)” (provided in activity sheets)
- As the children say their memory verse, discuss with them what it means to have a “good name” (i.e., a good reputation—minds parents, shares toys, is nice to others, is honest, trustworthy, etc.).
- Make word recognition cards (sight words) with the names of the apostles (i.e., make cards that have the names of the apostles written/typed in a way that the kids will remember the appearance of the word and associate it with its meaning). Enlarge Matthew 10:1-4 to 200% on a copy machine. Highlight the names of the apostles. Show the children the word cards one at a time, and let them “read” the names of the apostles from Matthew 10.
- Make a small booklet of the 12 apostles for each child. Write one apostle’s name on each page and let the children draw a picture or put a sticker on each page.

**1st-2nd Graders:**

- As the children say their memory verse, discuss with them what it means to have a “good name” (i.e., a good reputation—minds parents, shares toys, is nice to others, is honest, trustworthy, etc.).
- Play Bible Alphabet Soup game: Divide the class into teams of two or three. Give each team identical sets of cutout or magnetic letters. Give the children a clue about one apostle at a time. Let them spell their answer (the name of the apostle) with their letters.
- “[Toasted Traitor Worksheet](#)” (provided in activity sheets)
- “[Facts about the Apostles Word Search](#)” (provided in Lesson 1 activity sheets)
- “[Apostles Arithmetic Worksheet](#)” (provided in Lesson 1 activity sheets)
- “[Special Helpers for Jesus Worksheet](#)” (provided in Lesson 2 activity sheets)

**3rd-4th Graders:**

- As the children say their memory verse, discuss with them what it means to have a “good name” (i.e., a good reputation—minds parents, shares toys, is nice to others, is honest, trustworthy, etc.).
- Use a book of baby names to look up children names and talk about what the names mean. Talk about what others think of them when their names are mentioned, and the importance of a good name. Discuss modern sports figures, famous people, and what their first impressions are when those people’s names are mentioned. Ask them about schoolmates that they immediately think of as “bad” or “good” when their names are mentioned. What does it take to have a good reputation?
- “[Toasted Traitor Worksheet](#)” (provided in activity sheets)

- [“Choosing Matthias Multiple Choice”](#) (provided in activity sheets)
- [“Facts about the Apostles Word Search”](#) (provided in lesson 1 activity sheets)
- [“Apostles Arithmetic Worksheet”](#) (provided in lesson 1 activity sheets)
- [“Special Helpers for Jesus Worksheet”](#) (provided in lesson 2 activity sheets)
- Have the children read Matthew 26-27; Mark 14; Luke 22; John 13, 18. This could be assigned Sunday to be completed by Wednesday or the following Sunday.

## SONGS:

### “THE APOSTLES”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

Peter and Andrew his brother;  
James and John of Zebedee;  
Philip and Bartholomew,  
and then Thomas and Matthew.

James the son of Alpheus,  
And also, there was Thaddeus,  
Simon, and Judas Iscariot,  
Paul and Matthias.

### “JESUS WAS BETRAYED” ([Click to Hear](#))

Author: Lora Laycook; revised

(Tune: “Nothing But the Blood of Jesus”)

Our Lord was by whom betrayed?  
Who would turn against Him?  
Judas Iscariot was his name.  
He turned his back on Jesus.

#### CHORUS:

O help us, Lord, we pray,  
Never depart from Your face,  
As Judas did for pay,  
He turned his back on Jesus.

#### VERSE 2:

Why did he betray Jesus?  
Money was his motive.  
Soon he knew he’d made a mess,  
Money could not help it.

(CHORUS)

**“JESUS CALLED THEM ONE BY ONE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Jesus Loves Me”)

Jesus called them one by one,  
Peter, Andrew, James and John,  
Next came Philip, Thomas, too,  
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them, (3X)  
And they all followed Him.

James the one they called the Less,  
Simon, also Thaddeus;  
Twelve apostles Judas made;  
Jesus was by him betrayed.

(CHORUS)

Matthias then took Judas’ place,  
To preach to men of every race.  
Paul three preaching trips did make,  
And went to Rome for Jesus’ sake.

(CHORUS)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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## PERSONAL APPLICATION:

My reputation (what people know about me, what they think about me) is important because what I do and say is a reflection of my relationship to God.

## INTRODUCTION:

[N.T. 3 Bible Facts Flashcards](#) (provided under “N.T. 3 Bible Facts” on curriculum web site)

## POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 3 Review Questions](#) for example questions)
2. Spend more time talking about what it means to betray a friend or someone we love (hurting them so that we can somehow benefit). Talk about ways that we betray others (telling others something private our friend told us; telling a lie about our friend; talking bad about our friend when they’re not with us, etc.). Remind them that Jesus said we should always treat others as we want to be treated ourselves (Matthew 7:12).
3. **OLDER CHILDREN:** Ask them to consider what it cost Judas to betray Jesus. Discuss the differences between Peter’s reaction to his sin (denial of Jesus) and Judas’ reaction to his sin.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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